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AUTHOR Ediger, Marlow
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ABSTRACT

This paper discusses three methods of assessing student teacher performance: checklists; measurable objectives; and teaching performance tests. Checklists, recommended by some schools of education, need to contain a comprehensive set of knowledge, skills, and attitudinal behaviors pertaining to quality student teaching. Checklists permit a flexible method of evaluation, and the evaluation can generate additional comments on the student teacher's progress. Criterion-referenced supervision through observational visits uses more measurable and precise objectives in evaluating student teacher performance. In this method, successful student teacher performance depends upon pupils' achievement of certain specified learning objectives. Teacher performance tests are used to measure the quality of student teaching. In this method, the actual teaching process, including preparation of lesson plans and evaluation of learners, are examined. Measurably stated objectives need to be written for each test taken by a given set of student teachers. (JAZ)

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EVALUATING STUDENT TEACHING PERFORMANCE

Marlow Ediger

Numerous means are available to appraise achievement in student teaching. Supervisors of student teachers need to appraise in a valid and reliable way in order to guide students to progress optimally.

Using Checklists

There are Schools of Education within the university setting who advocate using checklists to evaluate student teacher performance. Relevant behaviors pertaining to quality student teaching need to be listed on the checklist. These behaviors need careful studying and analyzing prior to becoming a part of the checklist. A broad base of participation from members of the School of Education needs to participate in developing the checklist. The items must be clearly stated and attainable for students. A comprehensive set of knowledge, skills, and attitudinal behaviors need to appear in the checklist. Which behaviors, as an example, might be considered for inclusion?

Supervisors at Northeast Missouri State University of Kirksville, Missouri utilize the following checklist to appraise student teacher effectiveness:

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NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE, 63501

STUDENT TEACHER EVALUATION

Name _____ Date of Teaching _____

Student Teaching Assignment:

_____ / _____ / _____

(Name of School) (Location) (Cooperating Teacher)

EVALUATIVE CRITERIA	Out-standing	Above Average	Average	Below Average	Unsatis-factory
1. Personal Traits:					
a. Alertness					
b. Initiative					
c. Common sense					
d. Voice					
e. Hygiene					
f. Appearance					
g. Self control					
2. General Professional Traits:					
a. Works well with others					
b. Meets responsibilities promptly					
c. Demonstrates fairness					
d. Responds positively to criticisms and suggestions					
e. Uses standard English in school and activities					
f. Demonstrates positive classroom personality					
g. Demonstrates classroom leadership					
h. Possesses general knowledge					
i. Possesses knowledge of subject					
j. Establishes and maintains rapport					
3. Planning:					
a. Selects appropriate objectives					
b. Selects appropriate instructional materials					
c. Selects appropriate instructional techniques					
d. Provides for individual differences					
e. Plans for evaluation					
f. Shows evidence of daily/unit planning					
4. Instruction:					
a. Implements planning effectively (see 3 above)					
b. Is flexible					
c. Uses appropriate questioning techniques					
d. Analyzes own teaching					
e. Manages classroom effectively					
f. Disciplines effectively					

Description of the development and potential of the student as a teacher:

Supervisor _____ Division _____ Date _____

Advantages given for utilizing checklists to evaluate student teaching performance include the following:

1. The categories are flexible, not rigid, and thus permit the concepts of openess in determining student progress. Few situations in life permit an either/or interpretation of success or failure.

2. Truth is in the eye of the beholder. The appraiser then needs latitude to ascertain teaching performance.

3. Opportunities are provided the evaluator to list comments pertaining to a student teacher's progress, in addition to checking appropriate categories.

Measurable Objectives and the Student Teacher

Using measurable, precise objectives in teaching and learning has been accepted by numerous educators, as being worthwhile. Even in the area of measurably stated ends, the quality of student teaching can be appraised. A supervisor of student teaching might then, first of all, evaluate the quality of the student's lesson plan. Major focus is placed upon the worth and specificity of each objective. Trivia might then be weeded out in ongoing lessons and units. Also, objectives which are not measurable may be omitted or modified.

After instruction, the supervisor of student teaching might measure if learners have/have not attained the specific stated ends. If pupils have been successful in achieving goals, an assumption can be made that the quality of student teaching was effective. Pupils, individually, who did not attain the stated ends might not have experienced effective,

sequential learning activities. Thus, the involved student teacher needs assistance by the supervisor in selecting more relevant learning activities. The newly chosen learning activities may be used in actual teaching and learning by the student teacher to guide previously unsuccessful learners in attaining the precise, measurably stated ends.

Objectivity is the key concept to emphasize in utilizing measurably stated objectives within the framework of student teaching. Thus, a supervisor may measure if a student teacher is/is not successful in teaching. If the student teacher is successful, pupils in the classroom generally have attained each measurable end. If a lack of success is in evidence on the part of the involved student teacher, learners in the classroom then have not achieved measurable goals.

The criterion-referenced supervisor advocates using measurably stated objectives in teaching and learning. The criterion to utilize in determining quality student teaching is--- Are learners in the classroom attaining precisely stated ends? Ediger[1] wrote the following involving the use of criterion-referenced supervision:

> A relatively new approach to making observational visits has been developed by advocates of behavioral objectives. The criterion-referenced supervisor goes by specific guidelines when making observational visits. The very first task of the criterion-referenced supervisor would be to look at the stated objectives written by the classroom teacher where the observational visit is being made. The supervisor has an important responsibility in making recommendations for revisiting, modifying, or eliminating selected objectives. Once the objectives are accepted by both teacher and supervisor, the latter observes the quality of teaching to determine if pupils

[1] Marlow Ediger, Relevancy in the Elementary Curriculum. Kirksville, Missouri: Simpson Publishing Company, 1975, pages 144 and 145.

> are achieving the objectives. If the behavioral objectives are achieved, the teacher has fullfilled her responsibilities providing that this was not done under negative conditions. Guidelines recommended by educational psychologists must be followed when teaching pupils. Pupils must be interested in the ongoing learning activity. They must also attach meaning to what is being learned. Certainly, pupil purpose in learning is also important.
>
> If pupils do not achieve the stated objectives, the teacher and supervisor must notice if the goals were too difficult to achieve. Evaluation must also be done of the learning activities to determine if they hindered learners in realizing the desired goals.
>
> In the criterion-referenced approach to supervision, it is quite obvious that major emphasis is placed upon behaviorally stated objectives rather than the learning activities which are provided for pupils. Focus is placed upon the learning activities if learners do not achieve the objectives. The criterion-referenced approach to supervision emphasisizes objectivity. It emphasizes that pupil achievement can be measured. Learners then demonstrate if they have or have not achieved an objective. Thus, the criterion-referenced supervisor can notice the amount of learning that has taken place. With this approach, the success or lack of success of the teacher in teaching can be observed.

Advantages provided in utilizing criterion-referenced strategies in supervising student teaching include the following:

1. Learners in the classroom do/do not achieve precise objectives. Thus, it can be determined if a student teacher has been successful in teaching. Success in student teaching then depends upon learners attaining the criterion.

2. A fair way is in evidence to appraise the quality of student teaching. Thus, objectivity exists as to have pupils achieved the behaviorally stated objectives. Student teachers are not appraised in terms of subjective factors not related to quality instruction, such as age, physical beauty, appearance, and social prowess.

3. Both supervisor and student teacher know the basis for evaluating student teacher effectiveness-Have pupils in the classroom attained the precise ends of instruction?

Using Teaching Performance Tests

Student teachers may also be tested to ascertain if quality is involved in teaching. The test is based on actual teaching of learners, rather than a true-false, multiple choice, essay, completion, or matching test. How might teaching performance tests be implemented?

First of all, measurably stated objectives need to be written for each test to be taken by a given set of student teachers. Also, needed subject matter directly related to each test needs to be provided to the involved student teacher. The student teacher, in using the precise objectives and related subject matter, is ready to plan a lesson. Learners selected for the student teacher to teach should not have mastered the objectives prior to instruction but should have experienced ample readiness to be successful in pursuing the lesson in the teaching situation. The student teachers should also be given a sample of test items in determining how pupils are to be evaluated. Evaluation is to be carried out by involved supervisors in the student teaching experience.

James Popham[2] listed the following procedures for instructional improvement and skills assessment when utilizing teaching performance tests:

[2]James Popham, Using Teaching Performance Tests for Instructional Improvement and Skills Assessment. Los Angeles, California: Vincet Associates, 1971, (filmstrip and tape).

For Instructional Improvement

1. Allow sufficient planning time for the teacher.
2. Use naive but teachable learners.
3. Use small or large groups of learners.
4. Item sampling posttests may be used.
5. Routinely assess learner affect.

For Instructional Improvement

1. Clinical observers should conduct instructional analyses on the basis of learner performance.
2. Provide opportunities for re-planning and re-teaching of unsuccussful lessons.

For Skills Assessment

1. All relevant conditions should be comparable for each teacher.
2. Assign learners to teachers randomly.
3. More than one performance test should be completed by each teacher.
4. Preserve test security.

Advantages given for utilizing teaching performance tests in student teaching include the following:

1. It is an objective means to appraise student teacher effectiveness. Thus, quality student teaching is appraised in terms of learners having attained measurably stated objectives.

2. The student teacher knows what is expected to receive quality evaluations from the supervisor.

3. The supervisor of student teachers also may realize in a rather precise manner how each student teacher is to be evaluated. This may provide security for the supervisor in appraisal situations.

In Conclusion

Student teachers need to be guided in providing quality objectives, learning activities, and evaluation procedures in teaching-learning situations. The supervisor of student teaching must assist

students to achieve optimally in the school/class setting. Diverse means of appraising student teacher effectiveness need to be studied and analyzed. Ultimately, a quality program of evaluation needs to be implemented to guide optimal student teaching performance.

References

1. Ediger, Marlow, Relevancy in the Elementary Curriculum. Kirksville, Missouri: Simpson Publishing Company, 1975.

2. Popham, James, Using Teaching Performance Tests for Instructional Improvement and Skills Assessment. Los Angeles, California: Vincet Associates, 1971, (filmstrip and tape).